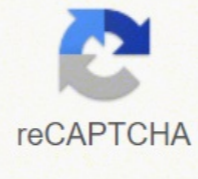




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Bruininks, R. We would not expect a child in kindergarten to manage money in the same way we would expect a student in high school to manage money. (2001). + Areas/Skills the examiner should focus on when doing an evaluation of adaptive behavior: Independent living/Home-Living: Caring for clothes, housekeeping, cleaning, property maintenance, food preparation, cooking, budgeting. + Areas/Skills the examiner should focus on when doing an evaluation of adaptive behavior: Communication: Interacting with others, talking, writing, using the phone. + Adaptive Behavior Assessments MOST COMMONLY USED MEASURES 22. Browder, D. Community Use: Travel within community, shopping, obtaining services in community (doctor, dentist, and setting up utilities), using public transportation. + Adaptive Behavior Assessments MOST COMMONLY USED MEASURES 23. + Definitions of Adaptive Behavior Adaptive behavior is a critical part of assessing students who have or are suspected of having: •Mental Retardation •Early Childhood Special Education •Autism Spectrum Disorders •Traumatic Brain Injury •Adult Mental Problems •Diagnosis of other disabilities (Co-morbidity) •Death Penalty Cases and many others 7. Salvia, J., &Ysseldyke, J. Employment/Work: Work-related attitudes and social behaviors, completion of tasks, persistent effort/stamina, following directions, punctuality 15. Kratochwill (Eds.). Behavioral assessment in schools. Diagnostic and statistical manual of mental disorders (4th ed., text rev.). What we expect of children and young adults changes as they get older. (1988). Adaptive behavior skills are as important to a student's success as are academic skills. S. It is an important tool in eligibility consideration for students with intellectual disabilities and with the development of effective educational interventions and transition programs. Conceptualization of adaptive behavior: 1) DSM-V-TR - communication, social, self-care, home living, functional academy, work, leisure, health & safety 2) AAMR - conceptual, practical, social 5. New York: Guilford. 35. (2002). + Adaptive Behavior Assessments 26. We expect older children to have more knowledge and skills than younger children. Shapiro & T. 11. In E. + People involved in the assessment: Examiner may be a specialist, psychologist, or guidance counselor using a formal adaptive behavior assessment rating scale A number of people in the child's environment: parents, family members, caregivers, therapists, school personnel, community personnel 18. R. Boston: Houghton Mifflin. + Background Adaptive behavior is included as one of the areas requiring documentation for diagnosis of mental retardation. American Psychiatric Association. Mental retardation definition, classification, and systems of supports (10th ed.). 12. Sattler, J. + Thank You! Checklist of adaptive living skills. 3. + Adaptive Behavior Assessments 29. San Diego, CA: Jerome M. + Conclusions Determining how everyday life (adaptive functioning) is affected by nature or nurture (or both) should be our goal Research and clinical work has shown us how different profiles are found in different groups Program planning and assessment of change after intervention are other goals of adaptive behavior assessment 33. Assessment of children: Behavioral and clinical applications (4th ed.). + Conclusions Determining how everyday life (adaptive functioning) is affected by nature or nurture (or both) should be our goal Research and clinical work has shown us how different profiles are found in different groups Program planning and assessment of change after intervention are other goals of adaptive behavior assessment 34. + Purpose of Adaptive Behavior Assessment: To confirm or establish a diagnosis To determine if the child is eligible for special education services To identify specific skills that need to be taught to the child for independent living To determine the child's level of functioning in daily tasks required to be successful in the home, community, and work place 9. + Areas/Skills the examiner should focus on when doing an evaluation of adaptive behavior: Leisure: Using available time when not working or in school, choosing age appropriate activities. + Adaptive Behavior Assessments 24. + ASSESSMENT OF ADAPTIVE BEHAVIOR BY: ANN VITUG August 16, 2014 2. + Adaptive Behavior Assessments 28. 30. 16. (2000). Observations of child in real-life everyday situations Performance on tasks taken from the current program Interviews and checklists completed by those who work closely with the child on a regular basis 19. 4. (Selecting measurement tools) 8. + Steps in assessment: Meet the child to be assessed Observe the child in his natural environment Evaluate performance on target skills like grooming or academics Evaluate using task analysis (mastery of specific skills) Decide interview questions, rating scales or checklist to be used 20. (1995). H., &Morreau, L. + References American Association of Mental Retardation (AAMR). + Approaches To Adaptive Behavior Assessment: Indirect Assessment - third party reports from parents, teachers, caregivers by rating scales or interviews Direct Assessment - direct observations and task analysis (Browder and Snell, 1988) 17. + Conclusions Assessment of Adaptive functioning is important for individuals within any diagnostic category More and more assessing adaptive behavior has had broader applications - different research has demonstrated that there appear to be different profiles for various diagnostic groups 32. M. For example, temper tantrums, although not desirable, are not unusual for a 2-year-old. (Purpose of assessment) What adaptive behavior domains need to be evaluated? + Areas/Skills the examiner should focus on when doing an evaluation of adaptive behavior: Practical Academics: Reading, writing, computationskills, telling time. 31. Adaptive behavior refers to the skills that people need to function independently at home, at school, and in the community. Assessment of individuals with severe handicaps. + Adaptive Behavior Assessments 27. Washington, DC: Author. + Areas/Skills the examiner should focus on when doing an evaluation of adaptive behavior: Self-Direction: Making choices about how to use one's time, following a schedule, seeking assistance, deciding what to do in new situations. 14. Assessment (8th ed.). However, this same behavior is not acceptable for a 14-year-old. (Focusing on skills) Can the results be used to inform program planning and monitoring? + Areas/Skills the examiner should focus on when doing an evaluation of adaptive behavior: Health and Safety: Making choices about what to eat, illness identification and treatment, avoiding danger, relationships and sexuality. 1. Sattler. + Background An adaptive behavior measure is a specific comprehensive assessment of independent living skills. + Do expectations about adaptive behavior change as students get older? + 3 Major Questions to be asked before and during assessment: What type of decision is needed? + Background Acquisition of adaptive behavior skills can impact a person's daily life and affect his or her ability to respond to particular situations or to the environment. M., & Snell, M. Self-Care/Personal care: Eating, dressing, hygiene, toileting, grooming. + Definitions of Adaptive Behavior Adaptive behavior refers to the effectiveness or degree with which individuals meet the standards or personal independence and social responsibility expected for age and cultural groups. Social: Getting along with others, being aware of other people's feelings, forming relationships. + Purpose of Adaptive Behavior Assessment: To assist in transition planning and ensure the student has the necessary skills to be productive when he leaves the school environment To provide additional valuable information about generalization of skills across settings (home, school, community) - Program planning To track and report progress of the child To identify changes over time 10. + Adaptive Behavior Assessments 25. Itasca, IL: Riverside. 6. E. Age is a very important factor in the measurement of adaptive behavior: Behavior that is acceptable for younger children may not be acceptable for older children. + Adaptive Behavior Assessments MOST COMMONLY USED MEASURES Adaptive Behavior Assessment System-2nd Edition (ABAS-II) Scales of Independent Behavior, Revised (SIB-R) Vineland Adaptive Behavior Scales- 2nd Edition (VABS-II) AAMR Adaptive Behavior Scale- Residential and Community-2 (ABS-RC:2) AAMR Adaptive Behavior Scale- School (ABS-S:2) The Adaptive Behavior Evaluation Scale- Revised (ABES-R) Developmental Assessment for the Severely Handicapped- 2nd Edition (DASH-2) 21. + How is adaptive behavior data gathered? 13.

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